



# 2022-23 LPC Annual Distance Education Report

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# Introduction

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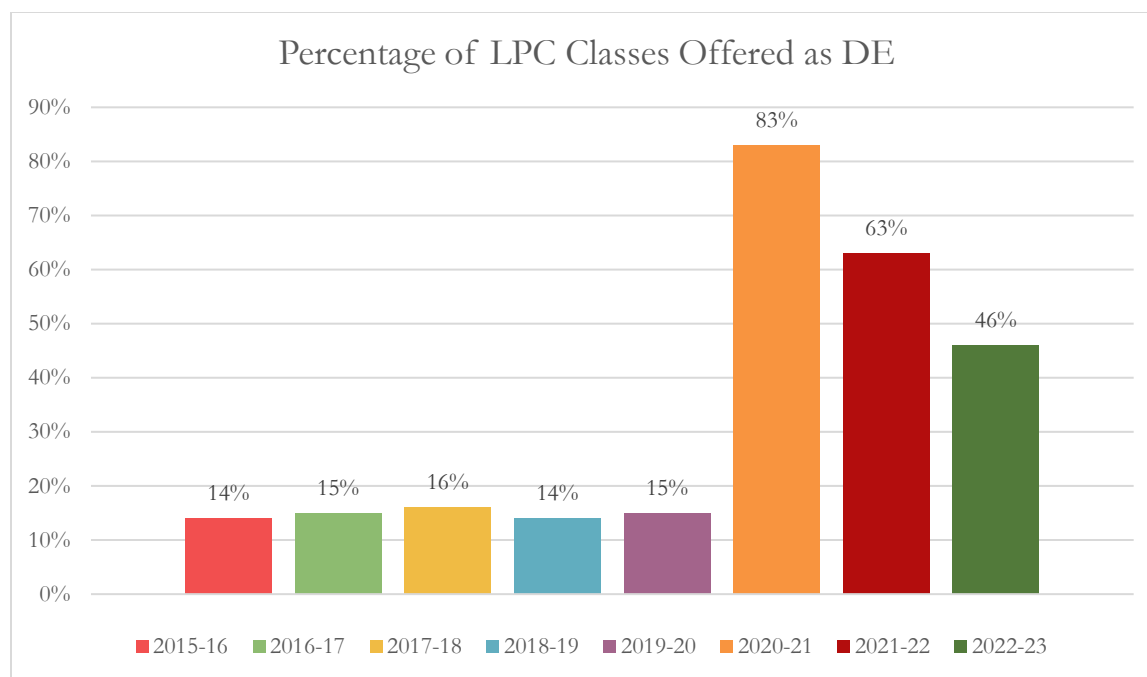
Las Positas College is pleased to present its annual Distance Education (DE) report for the 2022-23 academic year. This report attempts to give a comprehensive review of DE activities, data, and important issues that affect the LPC community. While reading it, keep in mind that the ultimate goal of the DE program is to provide high-quality instruction, while also supporting students, enhancing learning, and allowing students the opportunity to attain their educational goals. The information in this report is used for making key decisions in the future.

## Brief Recap of 2022-23

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Despite LPC transitioning out of the pandemic and returning to normal campus life, DE continued to play a major role at the college during the 2022-23 academic year. While many students returned to the physical classroom, many others were still learning online...and many instructors were still teaching online. In fact, 46% of all classes were offered as DE, and although this is a decrease from 63% and 83% the previous two years during Covid, it is still significantly higher than the 15% average from the five years before 2020-21. Included in the 46% is the increase in the number of HyFlex classes that were offered. HyFlex classes, which are offered online and on campus but give students the choice of how they want to participate, were introduced in spring 2022 with 24 sections and 471 enrollments. In the past year, 95 sections were offered, garnering 1,841 enrollments.

With such an emphasis on DE instruction at LPC (and Chabot), the Faculty Association and District agreed upon a new contract that, among other things, aims to increase the quality of DE courses with language surrounding standards, training, evaluation, and course review. While those positive changes were being implemented, a challenge was introduced in the form of a natural language processing model driven by artificial intelligence (AI) called ChatGPT. ChatGPT generates human-like responses to text input that allows students to accomplish many tasks quickly, such as writing research papers, essays, computer code, and solving math problems. Of course, this affects on-campus classes, as well as DE classes.



## DE Course Quality

More revisions and new contract language surrounding distance education were implemented in 2022-23 than ever before as a result of the latest faculty contract that went into effect July 1, 2022. As mentioned, much of those new provisions were made in order to increase the quality of courses offered in DE modalities. Here's an update of those effects at LPC:

### Minimum Quality Standards

Article 19E, Minimum Standards for Distance Education Instruction, was introduced. Within it, 19E.1, Course Organization and Navigation for Asynchronous classes, says that any portion of a course taught in the online asynchronous format shall meet each of the items in the listed guidelines. These guidelines cover course design, course policies, and the requirement of regular and substantive interaction between the instructor and students and also among students. The guidelines have actually been used at LPC for a number of years prior to their inclusion into the contract, but for those instructors not familiar with them, a workshop was offered to explain them, and an email newsletter was disseminated to publicize them.

In the same section, 19E.2, Specific Guidelines for Synchronous instruction, was inserted, and it set forth five items to be met by instructors teaching any portion of a course live online via Zoom. The most important items here, perhaps, are that the instructor still needs to use Canvas to post information for the class and that any recordings do not reveal personally identifying information for students in other course sections.

## **Professional Development**

To underscore the importance of having faculty trained to teach DE courses, the contract states in article 19H.1: “Engagement with the (course) review process means either starting work on the Online Course Development Program (OCDP) by the first day of classes, with the goal of completing it during the current semester, or, if the OCDP is not completed, completing a DE course review before the end of the current term.” During the academic year, five instructors completed the OCDP, which is offered to train faculty to design, develop, and teach instructionally sound online courses.

Another new provision in the contract, 19I.1 Training and Compensation, mentions training for HyFlex instruction, among other items, and states: “The District shall provide adequate training, along with logistical, instructional, and technical support to faculty teaching a course in HyFlex modality to ensure proficiency, including accessibility and accommodations.” At LPC, this training is conducted by the Instructional Technology Coordinator, who strives to provide training that is better than “adequate.”

Over the course of the academic year, 59 instructors completed HyFlex training, and of the 43 who completed the satisfaction survey, 39 rated the coordinator’s facilitation of the training a “5” on a scale of 1-5 with 5 being the highest. Four instructors rated it as a “4”. When asked if they felt prepared to teach in the HyFlex modality after finishing training, 27 answered Yes, 16 answered Sort Of, and none answered No.

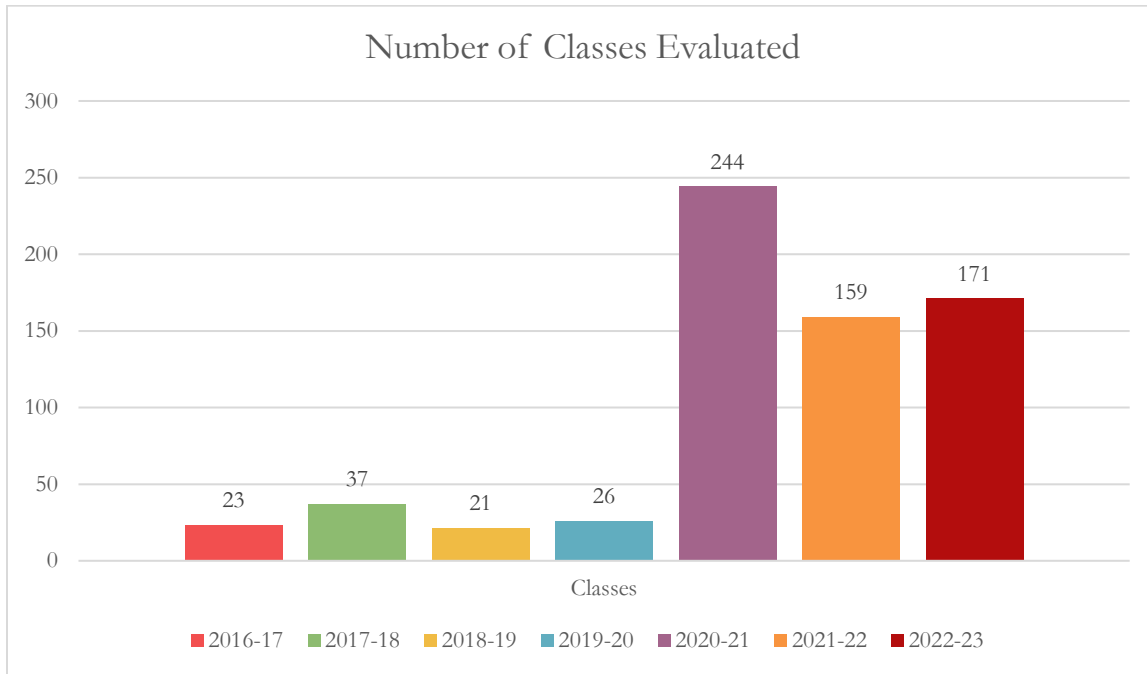
In order to ensure that new adjunct instructors are trained to teach online and HyFlex courses, a section was added to the Assignment Preference Form: Part-Time Faculty that not only asks them to choose the modalities in which they are willing to teach, but also to indicate their previous training in DE modalities.

## **Course Evaluations**

The contract also now includes new and revised evaluation forms for online instruction, as well as updated instructions for an evaluator’s interactive tour of a course in Canvas. The Observation of Instruction Form – Online Class has been updated with many examples of how faculty can meet the criteria of a quality asynchronous online class. For the first time, it includes an item that assesses the instructor’s knowledge and ability to create course content that is accessible to students with disabilities. Faculty teaching online synchronous classes will be evaluated using the Evaluation of Instruction form for Face to Face Classes.

For the third consecutive year, the tool Course Evaluations by Watermark was used to administer online surveys to students as part of the faculty evaluation process. In both the fall 2022 and spring 2023 terms, multiple rounds of surveys were conducted, in addition to a handful of surveys outside of the rounds. In the fall, surveys for 73 LPC classes were launched, and in the spring, that number

was 98. Since the response rate cannot be separated in the tool between LPC and Chabot, only the total response rate for both colleges can be obtained. That rate was 45%, compared to 50% the previous year.



### Committee Course Review

Article 9H, Role of Las Positas Distance Education Committee (DE) and Chabot Committee on Online Learning (COOL), states: “Faculty members who have not taught a DE or COOL reviewed online course in a prior semester or have taught a CVC-OEI aligned class, or attained the @ONE online teaching certification— must engage the COOL/DE review process prior to the first day of instruction for their particular assignment(s). If the unit member has completed DE instruction elsewhere, they can apply for exemption from this requirement.” Note that committee course reviews are not the same as the course evaluations previously noted.

At LPC, each member of the DE Committee reviews at least one course per semester. The process is similar to the interactive tour mentioned above, but the committee member will also work with the instructor to remediate any deficiencies. Once the fixes are made, the Instructional Technology Coordinator will confirm the fixes before notifying the dean of the completed review. A checklist with items similar to those in the Minimum Standards for Distance Education Instruction is used to identify the strengths and weaknesses of the course. In fall 2022, 10 courses were reviewed, and in spring 2023, nine courses were reviewed.

### Peer Online Course Review

Article 19G2 contains language surrounding the local Peer Online Course Review, or POCR, program, which is a process to align courses to the California Virtual Campus-Online Education

Initiative (CVC-OEI) Course Design Rubric. This ensures a course's quality when it is offered in the CVC Exchange. The major change in the contract is that the "POCR lead reviewer compensation will be twelve (12) F Hours for each course review, unless review compensation is part of the Faculty member's pay."

During the past academic year, five LPC courses were aligned to rubric: Business 53 (Business Correspondence) by Julie Stein, Business 88 (Human Resources Management) by Julie Stein, Math 55 (Intermediate Algebra) by Bobby August, Work Experience 94 (General Work Experience) by Mary Lauffer, and Work Experience 95 (Occupational Work Experience/Internship) by Mary Lauffer.

## HyFlex Learning

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HyFlex classes were introduced at LPC in spring 2022 as a way to allow students more flexibility in their learning. Here is the college's official definition of HyFlex, as adopted by the DE Committee in January 2022:

*A HyFlex (Hybrid Flexible) course allows students the choice of attending class on campus or online. Online modalities may include synchronous online, and/or asynchronous online instruction.*

At LPC, instructors are given the option of which participation modes they want to allow students. Here are the choices they can offer:

- Students either come to class on campus or participate in class live online.
- Students either come to class on campus or participate asynchronously online.
- Students either come to class on campus or participate in class live online or participate asynchronously online.

Whatever mode the student chooses is not set for the entire semester. For example, students can attend a class session on campus one day, then participate live online the next session. They can even choose to participate asynchronously online if the instructor gives them that choice.

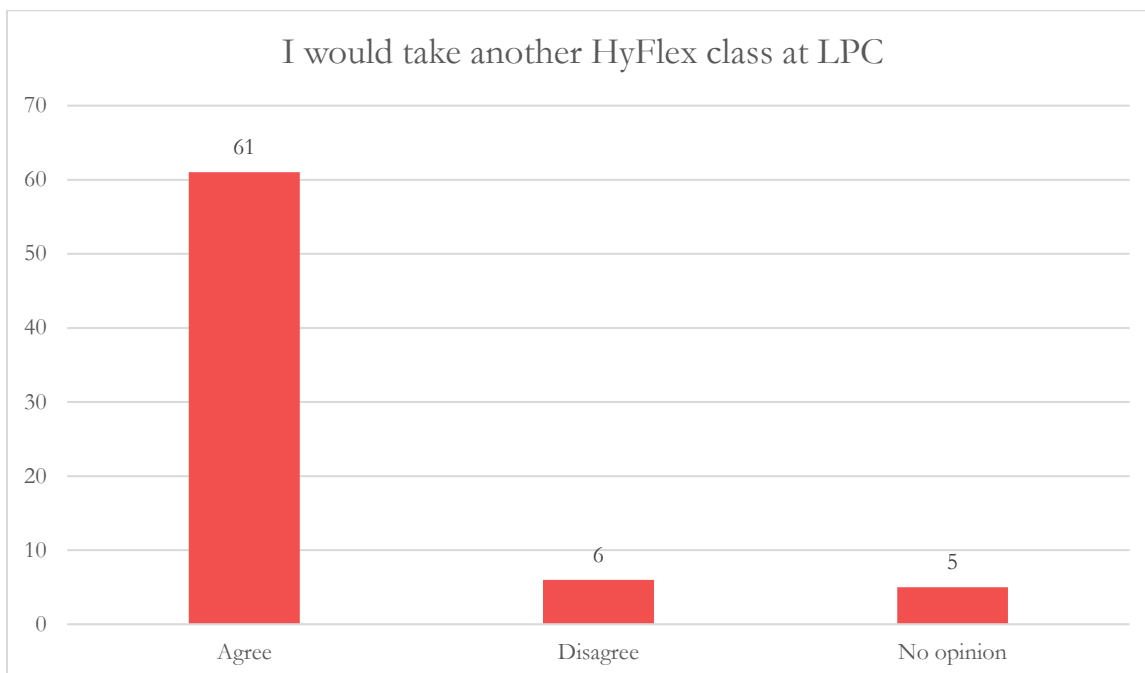
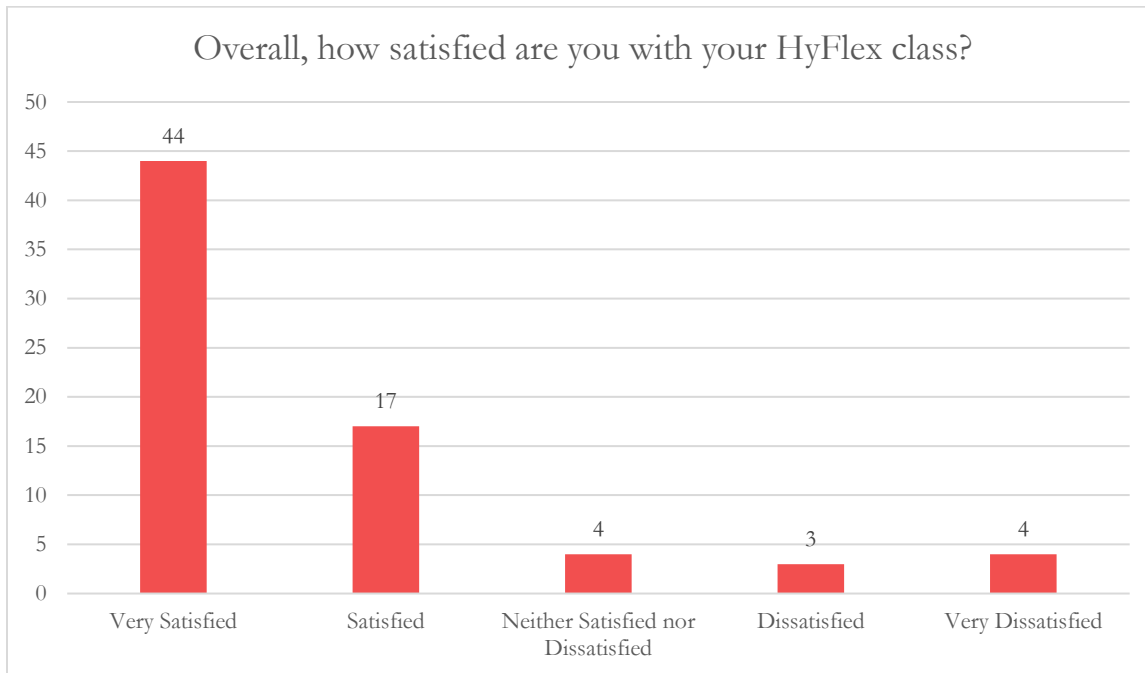
*"I love the HyFlex option. Not only does it work well with my busy life but I'm able to review recordings of lectures however many times I need in order to understand the material. The teacher is great, helpful and willing to work with students anytime!"*

--LPC HyFlex student

During 2022-23, 14 HyFlex sections were offered in summer, 36 in fall, and 45 in spring. Almost half of the HyFlex sections (47 out of 95) were from the Math Department.

## HyFlex Student Satisfaction

An email was sent to all HyFlex students April 12 to solicit participation in the HyFlex Student Satisfaction survey. Of the 72 students who participated in the survey, 85% indicated that they were either satisfied or very satisfied with their HyFlex class. Additionally, 85% indicated that they would take another HyFlex class at LPC.



When asked to compare learning in HyFlex classes against learning in comparable on-campus, synchronous, and asynchronous classes, students indicated the following:



- 72% learned about the same, and 18% learned more in HyFlex than on campus.
- 57% learned about the same, and 32% learned more in HyFlex than synchronous online.
- 28% learned about the same, and 58% learned more in HyFlex than asynchronous online.

Complete student survey results are online at <https://bit.ly/413xfVy>.

## **Faculty Training**

Because training for HyFlex instruction is now in the faculty contract, all LPC instructors were solicited to join the summer 2022 cohort, the fall 2022 cohort, or the spring 2023 cohort. Faculty in each training cohort participate in a four-week series of trainings:

- Week 1: Introduction to HyFlex and Getting Started with Course Design
- Week 2: Content Planning and Assessment
- Week 3: Engaging Learners
- Week 4: Classroom Technology

The workshops are delivered as HyFlex; in other words, faculty can participate live in the college's Teaching and Learning Center, live synchronously via Zoom, or asynchronously in Canvas. Depending on the participation mode selected, faculty participate in the weekly live sessions or watch the recording later. They then interact with their colleagues in the Discussions area of the HyFlex Training Course in Canvas, where they are responsible for a main post to the weekly prompt and at least one reply to one of their peers.

Each of the four training sessions is one hour long, and participation is tracked.

Pages have been created for students on the college's Online Learning web site that explain HyFlex, the participation choices, and tips on how to succeed. Additionally, the notes that detail students' participation choices based on the options made available to them by the instructors were standardized in the class schedule.

## **Classroom Technology**

Owl cameras continued to be used in each classroom at LPC that hosts HyFlex classes, except for room 1002. Just prior to fall 2022, the Owl camera in that room was replaced by two Q-SYS cameras, which do the same as the Owl but have a bit more flexibility in terms of camera angles, zooms, etc. The replacement is part of the Technology Department's new mockup classroom that is expected to get faculty testing and feedback in order to determine the HyFlex technology the college wants to utilize in the future.

One Q-SYS camera hangs from the ceiling in room 1002, and the other is mounted to the wall at the front of the classroom. These are, obviously, less susceptible to being stolen than the standalone Owl. There is a monitor hanging from the ceiling above the instructor's workstation that is supposed to show the students on Zoom to the instructor, but it was not be operable due to unavailable power in the ceiling.

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*“This type of class is amazing for accommodating my needs. When I had the flu for a week, I was still able to participate in class from home, and when I don’t understand a topic, because all of the lectures are recorded to be viewed asynchronously, I could re-watch the lecture (even at 1.5 speed) to help me understand the topics when I didn’t have time to go to concurrent support or office hours. Overall an awesome type of class. 10/10.”*

--LPC HyFlex student

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## Artificial Intelligence

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Since the November 2022 introduction of ChatGPT, the natural language processing model driven by artificial intelligence (AI), many educators around the country, and even the world, have expressed concern that assignments submitted by students might be generated by AI. Some institutions have blocked access to ChatGPT on their on-campus networks, and some have decided to embrace it. Most institutions are trying to determine best practices surrounding AI. At the least, institution's academic honesty and/or integrity statements will need to be updated to reflect the prevalence of AI. This includes LPC.

The DE Committee was kept up to date with the latest developments in AI with demonstrations not only of ChatGPT, but also of the AI capabilities in Microsoft's search tool Bing, Google's search tool Bard, Microsoft's Copilot that will be integrated into several of its products, including Word, Excel, and PowerPoint, and Google's Workspace AI that will be integrated into tools like Google Docs and Slides.

OpenAI, the research laboratory behind ChatGPT, released a “classifier tool” that distinguishes between text written by AI and text written by a human, and this was also demonstrated to the committee. However, it would be unwieldy for instructors to copy each of their students' papers separately and paste individually into the classifier tool to detect AI-generated writing. Fortunately, Turnitin, which historically has detected student writing for plagiarism—and is already integrated into Canvas—released its own AI detector April 4. Though there are some limitations to Turnitin's new tool, and though Turnitin says it is 98% confident that what it detects is generated by AI, it is

currently the best option available. That option goes away at the end of the 2023 calendar year unless the district upgrades its Turnitin package.

To acquaint LPC faculty with how the AI detector works in Turnitin, workshops were created and conducted April 19 and 27. Ten instructors participated. The Turnitin web page on the Online Learning site was updated with information and resources about AI detection.

## CVC-OEI

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LPC continued its membership in the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium that it joined in 2018. The centerpiece of the CVC-OEI is the CVC Exchange, which allows students at any California Community College to enroll in online courses offered at other, eligible colleges without submitting a separate application. The idea is to ensure that all students have access to courses in order to complete their educational goals.

LPC is a Home college in the CVC Exchange, but it will need to become a Teaching college before its students—and other colleges' students—can take full advantage of the exchange. Home colleges receive completions for degrees and certificates that are earned by their students taking classes elsewhere. Teaching colleges teach the courses in which outside students enroll and receive the FTES. In order to begin the technical integration to become a Teaching college, colleges or districts first have to integrate their Student Information System into the exchange so students can see live seat counts for available courses. Work on that project began in December, and the live seat count integration, which also included pulling course data for every online class from Banner into the CVC's Course Finder search tool, went into effect in April. District ITS programmer Stacey Followill completed the bulk of the work. No date has been set for work to commence on making Teaching Colleges of LPC and Chabot (the colleges have to proceed together).

## Statewide CVC Exchange Data (through May 5, 2023)

	2021-22	2022-23
Home Colleges	73	97
Teaching Colleges	16	33
Course Finder Integrations (with live seat count)	54	78
Courses Available for Enrollment	23,164	47,321
Cross-Enrollments (into other Teaching Colleges' courses)	1,204	3,974
Redirects to CCCApply (into non-Teaching Colleges' courses)	10,830	43,139
Financial Aid Consortium Agreements Signed	75	111

For 2022-23, 16 LPC students enrolled in a total of 18 online classes at other colleges. Breaking this down by semester shows that there were three enrollments in both the fall 2022 and winter 2023 terms (some colleges are still on the quarter system), and there were 12 enrollments in spring 2023. Each of the 16 students had to apply to the other colleges through CCCApply. When LPC becomes a Teaching College, they will automatically be cross-enrolled, meaning they won't have to apply to other colleges. Conversely, students from other colleges will be able to cross-enroll into LPC online classes without having to apply.

### **Local POCR**

LPC continued its efforts to offer quality asynchronous online courses through its local Peer Online Course Review (POCR) program. As mentioned, instructors can submit their courses to be reviewed against the standards of the CVC-OEI Course Design Rubric to ensure quality. The process includes a group of trained faculty members who review the courses, then give feedback to the instructors. Instructors then work with the Instructional Technology Coordinator to ensure alignment and work with the Instructional Technology Specialist to ensure that their courses are accessible to students with disabilities. LPC has 28 online courses that have been successfully aligned to the rubric.

One of the key benefits of getting courses aligned through the POCR process is that because they are badged as “Quality Reviewed” in the CVC Exchange, they rise to the top when students are searching for classes. Thus, students are more likely to enroll in them, which has the possibility of increasing enrollments at Teaching Colleges. As of June 7, 2023, there were 1,346 courses badged as “Quality Reviewed” in the exchange.

On June 9, 2022, LPC's Peer Online Course Review, or POCR, program was named a certified Local POCR college through the CVC. LPC was previously certified in late 2019, which allowed the team to review and align courses to the CVC's Course Design Rubric, then fast-track these courses

through the CVC's review process. Since then, the CVC updated its criteria for certification, and with the college now meeting that standard, it no longer has to send its courses to the CVC for approval after it approves courses. LPC is one of 49 colleges statewide with certified status.

## Online Learning Tools

Over the past year, LPC utilized many tools for online learning aside from Canvas, with the key tools listed below:

- Ally: used for making content accessible to students with disabilities
- Canvas Studio: used for video creation and captioning
- Cranium Café: used for online counseling
- Hypothesis: used for social annotations
- NetTutor: used for online tutoring
- Proctorio: used for online proctoring
- Pronto: used for communication and engagement
- Turnitin: used for combatting plagiarism and generative artificial intelligence
- Watermark: used for course evaluation surveys
- Zoom: used for synchronous learning and online office hours

*"I work around 50 hours a week and went back to school this semester. I have quickly realized that I cannot commit to designated meeting times because my work schedule is constantly changing. I really appreciate the asynchronous courses. I would not be able to make school a possibility without them!"*  
-- LPC online student

For the 2023 fiscal year, Canvas, Canvas Studio, and Zoom will continue to be funded at the state level, while the CLPCCD will have to pay for the rest. To ease some of the financial burden, the CVC-OEI and the Foundation for California Community Colleges

negotiated discounted pricing to colleges and districts for several of the tools through its Systemwide Technology Access Collaborative (STAC) and Systemwide Technology Access Resource Tools for Education (STARTE) programs. The CLPCCD has taken advantage of STAC to purchase Ally, NetTutor, and Pronto, and it has purchased Proctorio through STARTE.

LPC pays for Cranium Café outside of STARTE and shares the cost of Hypothesis with Chabot since that product is not part of either STAC or STARTE. Neither are Watermark nor the specific Turnitin product recommended (Turnitin Feedback Studio with Originality, which includes AI detection beyond December 31, 2023). Both are used by LPC and Chabot and will have to be purchased separately by the CLPCCD.

## Canvas

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For the past six years, LPC has used Canvas as its Learning Management System for all courses, not just DE courses. Below are some of the college's noteworthy items regarding its usage of Canvas during 2022-23:

- In September, colleges throughout the state were informed of a security issue with the Canvas ePortfolio tool. This tool, which was available in Canvas but not within classes, allowed students to create a portfolio of their work to share with others, including potential employers. The possibility of a security breach elevated the issue's importance from the DE Committee to the district Technology Coordinating Committee. The TCC recommended that the ePortfolio tool be removed from Canvas and to tell students to use the newer Folio tool, also in Canvas, instead.

On November 28, students who had used the ePortfolio tool were contacted to tell them that because of the security issue, the tool would be removed from Canvas on January 3, 2023. They were also told that if they want to keep any content from ePortfolio, they should download that content and that they also have the opportunity to use Canvas' newer tool called Folio. In the email, a link was provided to a web page on the Online Learning site that gave instructions on downloading content and for using Folio. No students contacted LPC to complain.

- In December 2021, LPC Librarian Kali Rippel approached the DE Committee about adding a library app into Canvas and have it automatically appear in the course menu of every class. The app from Springshare would associate subject-specific library guides with courses in Canvas. The committee decided to pilot the app in spring 2022, then prior to fall 2022, it would evaluate whether to keep it there or allow instructors to enable the link themselves. At that evaluation last August, Kali presented usage data that showed the link being used over 5,900 times. She added that it had even been used by students in non-instructional courses (those used for committees, student groups, etc.). The committee decided to keep the link in every class.
- Members of LPC's Guided Pathways Steering Committee created nine courses in Canvas in which they plan to enroll every student based on their major code. There are actually eight pathway courses and one course for undecided students. Each course has information for students about their respective pathways. The aim is to launch these courses by the beginning of the Fall 2023 semester. To make these courses visually appealing to students, Guided Pathways contracted with a web designer with experience designing for Canvas. The designer made Cascading Style Sheets specifically for LPC that would allow the Guided Pathways instructors—or any instructor teaching with Canvas—to use them to improve the look of their own courses. The stumbling block for the nine Guided Pathways courses has been how to enroll all of the college's students into their courses. That issue is still ongoing.

- Guided Pathways wants to update, and get more usage out of, the online course model syllabus and the HyFlex model syllabus that are offered to DE instructors each semester. At its April 21 Guided Pathways Steering Committee meeting, members discussed the two syllabi and brainstormed revisions. Since the two syllabi already contain the items that are required in the faculty contract, items that are strongly recommended by the Academic Senate will be added. For face-to-face classes, the steering committee said that faculty can use the HyFlex syllabus and simply remove all references to HyFlex.
- The Canvas page on the Online Learning web site received the seventh-most page views (57,183) on the entire LPC web site, trailing only the LPC home page, the Admissions & Records home page, the Financial Aid page for CLASS-Web, the Class Schedule page, the Admissions home page, and the Library home page.

## Web Accessibility

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Because web accessibility—or making content accessible to students with disabilities—is included in the faculty contract, in Title 5 regulations on DE, and in Board Policy 3725 Information and Communication Technology Accessibility and Acceptable Use, instructional technology staff continue to offer training to faculty so they can make their courses compliant with the Americans with Disabilities Act.

Each semester, Instructional Technology Specialist Wanda Butterly conducts Teaching and Learning Center workshops on the following topics:

- Canvas Studio Advanced Captioning Techniques
- Canvas Accessibility
- Creating Accessible Word and PowerPoint Files

For faculty who are unable to attend, Wanda conducts Flex Day workshops each semester titled Making your Canvas Course Site ADA-Compliant. Web accessibility is actually woven into all workshops conducted by the instructional technology staff because of its importance. This includes training to design and develop online and HyFlex courses. Furthermore, all LPC faculty are enrolled in the Web Accessibility Course in Canvas, in which they can learn in a self-paced format. They also have two accessibility checking tools within Canvas to utilize, along with a recently upgraded captioning tool in the video management tool Canvas Studio.

Although the faculty contract does not mandate that content in every Canvas course be ADA-compliant, those who choose to align their courses with the CVC-OEI Course Design Rubric do have to make all of their course materials accessible. Members of the DE Committee, when conducting course reviews, will do a cursory check for web accessibility and refer instructors to

Wanda for training if they need it. During spring 2023, the DE Committee solicited all faculty to receive voluntary course reviews for web accessibility by Wanda. Ten instructors volunteered their courses, and Wanda reviewed them all and showed the instructors how to remediate any inaccessible content. The top issues she has encountered were incorrectly captioned videos, mistakenly underlined words for emphasis, and improper heading structure. Wanda will continue to offer her accessibility checks each semester, including summer.

For students, to help ensure that they have access to digital learning materials in formats that work for their different devices and learning needs, Canvas includes a tool called Ally. Ally takes files that instructors upload into Canvas and automatically generates alternate accessible versions of them. These versions include audio, electronic braille, and HTML.

## Distance Ed and LMS Statistics

Below are the DE statistics since the inception of distance learning at LPC. In 2022-23, there was a decrease in the number of online sections and in the enrollment for these sections. This can be explained by more classes returning to campus and by the overall enrollment drop at the college. As previously mentioned, 46% of all classes were offered as DE during the academic year.

*Distance Education statistics (1999-00 through 2022-23)*

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total sections	44	95	110	135	123	134	132	163	171	214	242	233
Total disciplines	12	13	14	17	15	20	26	25	26	29	30	31
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991	5,669	6,795	7,851	7,119
WSCH	5,291	5,580	7,236	9,816	10,931	13,288	14,732	16,202	18,253	25,539	25,991	23,606
FTES	172.2	182.1	240.9	328.6	362.4	437.4	483.4	532.2	602.3	840.7	853.1	774.4
Online sections	8	65	89	124	123	134	132	163	157	176	205	198
Hybrid sections	0	0	0	0	0	0	0	0	14	38	37	35
HyFlex sections	0	0	0	0	0	0	0	0	0	0	0	0
Telecourse sec	34	30	21	12	0	0	0	0	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0	0	0	0	0

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Total sections	219	229	246	265	300	329	373	351	409	2,047	1,562	1,020
Total disciplines	30	30	30	30	29	30	29	30	32	57	58	57
Enrollment	6,914	7,080	7,288	8,210	8,747	10,227	11,265	11,864	12,796	46,184	33,194	25,413
WSCH	24,309	24,224	25,713	27,945	28,992	34,210	36,114	38,611	41,936	177,294	120,130	88,839



FTES	795.1	790.1	836.1	911.2	945.3	1,110	1,175	1261.7	1,362	5,751	3,934	2,882
Online sections	188	188	198	224	256	288	341	322	374	2,036	1,514	862
Hybrid sections	31	41	48	41	44	41	32	29	40	11	24	63
HyFlex sections	0	0	0	0	0	0	0	0	0	0	24	95
Telecourse sec	0	0	0	0	0	0	0	0	0	0	0	0
Videconf. sec	0	0	0	0	0	0	0	0	0	0	0	0

Below are the Learning Management System (LMS) statistics. The major differences between the past two academic years are the lower enrollment figures, which, again, were caused by lower enrollment at the college overall and the decreased amount of number of online course sections.

*Learning Management System usage statistics (2003-04 through 2022-23)\**

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Total sections	168	307	383	559	706	1055	1195	1115	1081	1091
Enrlmt for total sections	4,426	8,618	11,361	16,094	18,958	26,143	32,295	31,553	31,838	32,225
Online course sections	116	134	132	163	157	176	205	198	188	188
Enrlmt for online course sections	3,338	4,366	4,744	4,991	5,338	6,053	7,105	6,485	6,233	6,335
Hybrid course sections (DE)	0	0	0	0	14	38	37	35	31	41
Enrlmt for hybrid sections (DE)	0	0	0	0	331	742	746	634	681	745
HyFlex course sections (DE)	0	0	0	0	0	0	0	0	0	0
Enrlmt for HyFlex sections (DE)	0	0	0	0	0	0	0	0	0	0
Hybrid course sections (non-DE)**	0	0	0	8	9	14	17	32	25	24
Enrlmt for hybrid sections (non-DE)	0	0	0	158	158	323	486	875	680	677
Web-enhanced sections	52	173	251	388	526	827	930	853	837	838
Enrlmt for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559	24,244	24,468

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Total sections	1216	1247	1347	1,487	1,579	1,644	1,969	2,402	2,404	1,982
Enrlmt for total sections	34,942	35,912	38,730	41,794	41,230	43,609	47,593	48,454	42,013	40,956
Online course sections	198	224	256	288	341	322	374	2,036	1,514	862
Enrlmt for online course sections	6,475	7,316	7,903	10,227	10,483	11,197	12,110	46,016	32,417	23,144
Hybrid course sections (DE)	48	41	44	41	32	29	40	11	24	63
Enrlmt for hybrid sections (DE)	813	894	904	955	782	667	686	228	306	428
HyFlex course sections (DE)	0	0	0	0	0	0	0	0	24	95
Enrlmt for HyFlex sections (DE)	0	0	0	0	0	0	0	0	471	1,841
Hybrid course sections (non-DE)**	29	32	33	51	55	48	49	46	201	162

Enrlmt for hybrid sections (non-DE)**	723	823	821	1,215	1,356	997	949	880	2,713	2,848
Web-enhanced sections	939	950	1,014	1,107	1,183	1,242	1,506	307	641	785
Enrlmt for web-enhanced sections	26,931	26,879	29,102	30,352	28,609	30,748	33,848	1,330	6,106	12,695

\*The CLPCCD began using Blackboard in summer 2003 and Canvas in spring 2017. Statistics for 2017-18 include both Blackboard and Canvas.

\*\*Hybrids that do not meet for 51 percent or more at a distance are not reported as DE classes.

## Distance Education Satisfaction

### Student Satisfaction

Three hundred thirty-four students completed the annual DE Student Satisfaction Survey in December 2022, and for the second straight year after the pandemic lockdown, the results were very positive. Typically, even when results are positive, there still tends to be lots of negative comments when students are asked to provide any comments about DE at LPC. However, for perhaps the first time ever, the comments were overwhelmingly positive.

Concerning other key questions:

When asked to rate their level of satisfaction with different components of online learning, 77% were mostly satisfied or very satisfied with the DE program as a whole (compared to 72% last year), 80% were mostly satisfied or very satisfied with the overall course quality (compared to 77% last year), and 81% were mostly satisfied or very satisfied with overall course satisfaction (compared to 75% last year).

When asked if they would take another DE course from LPC, 90% percent indicated that they would (85% last year). Students also indicated (53%) that they learned about the same in their DE classes than they would have in a similar on-campus class (53% last year). Interestingly, 33% said they learned more in their DE classes (27% last year), and 15% said they learned less (21% last year).

Because 2022-23 was the first year of offering HyFlex classes each semester, a question was added to gauge students' satisfaction with the variety of online course options offered (asynchronous,

*“Distance education has become a staple in my life, it makes juggling school and work manageable. It also seems to have helped with my mental health. Overall, distance education is extremely helpful to me.”*  
-- LPC online student

synchronous, both, hybrid, and HyFlex). Seventy percent indicated that they were either very satisfied or satisfied with the options.

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*“I think more classes should be offered in a distance-learning option, as there are so many benefits of this method of learning. Distance learning removes many of the common barriers to entry of traditional on-campus, in-person classes such as: lower overall costs (no gas/ bus costs), less time required due to no travel time to school, increased convenience...the list goes on and on. Distance learning makes education available to a wider span of the population, which is a very good thing.” – LPC online student*

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Complete DE Student Satisfaction Survey results can be found at <https://bit.ly/3Naijbs>.

## Faculty Satisfaction

The DE Committee decided to change the DE Faculty Satisfaction Survey to the Online Learning Faculty Survey in order to widen the survey and get more responses. The survey was sent to all LPC instructors in February. Forty-nine completed it (22 full-timers and 27 adjuncts). Figures for the following key items are a combined percentage of faculty who marked either satisfied or very satisfied on a variety of topics:

- 88% for the Online Learning program as a whole.
- 90% for faculty support from the TLC staff.
- 73% for Library support.
- 82% for Professional Development opportunities (online resources, flex day activities, TLC workshops, etc.).
- 66% for facilities and equipment for online learning (TLC, computers/laptops, web site, network, Owl cameras).
- 69% for student success in their class(es).
- 59% for student retention in their class(es).

*“The LPC online learning department has been one of the best I have known from the various community colleges I have taught at. You are all a great team and the work you put into helping us succeed in our online courses really shows.”*  
-- LPC online instructor

Also, 77% felt that their classes are accessible to students with disabilities, 81% feel that their courses adhere to Copyright Law, and 67% use open educational resources.

Complete Online Learning Faculty Survey results can be found at <https://bit.ly/4445ajP>.

## 2022-23 DE Goals Review

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At the beginning of each fall term, the DE Committee sets goals for the coming academic year. Below are those goals, along with results:

Goal	Result
1. Implement the Zoom subaccount.	Completed.
2. Implement the Student Connect appointment system in Canvas.	Completed.
3. Investigate the feasibility of purchasing, and utilizing digital badges for instruction and professional development.	Completed.
4. Support the campus in successfully meeting the requirements of accreditation Core Inquiry 1.	Completed.
5. Increase the number of courses that are aligned to the CVC-OEI Course Design Rubric.	Completed.
6. If Ally is fully implemented, lead the faculty training efforts to learn the software.	Completed.
7. Develop recommendations or procedures/guidelines for student access to courses once a term ends.	Completed.
8. Prepare for the rollout of New Quizzes.	Delayed. Mandatory usage of New Quizzes rescinded by Canvas.
9. Conduct DE course reviews to meet the FA contract language for DE.	Completed.
10. Develop a process for deciding what to do with content in a Canvas course belonging to an instructor who no longer is teaching that course.	Ongoing. Waiting for final word from FA.
11. Publicize the minimum standards for DE instruction.	Completed.

## Online Student Services

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LPC gives all of its students the opportunity to accomplish their educational goals, and DE fits in nicely by offering students asynchronous online classes, synchronous online classes, hybrid classes, and HyFlex classes. With so many students learning online, the college supports them in a variety of virtual ways, including the following:

## Online Tutoring

LPC students can receive online tutoring through the college’s Tutorial Center or via NetTutor, which is a 24x7 online tutoring service. Both are available in every Canvas course, but the main difference is that if students want tutoring for Math or Writing—the two most popular subjects for tutoring—during the fall and spring semesters, they have to access the Tutorial Center’s tutors online. NetTutor is available for most other subjects, though it is available for Math during the summer depending on funding for Math online tutors in the Tutorial Center. For example, during summer 2022, the Tutorial Center was not able to provide online tutoring for Math.

Over the past academic year, 87 students used the Tutorial Center’s online tutors, covering 949 hours. The majority of that usage was for Math (39 students using 636 hours) and Writing (19 students using 145 hours). During that same time, 95 students used NetTutor, covering 316 hours.

Both sets of students were surveyed on their experiences. The Tutorial Center survey was completed by 55 students, and the NetTutor survey was completed by 22 students. Here are the results:

	Tutorial Center	NetTutor
The tutor suggested techniques that helped me learn the material.	82%	64%
The tutoring I received effectively improved my grade on this assignment or in my class.	73%	54%
I was pleased with the overall effectiveness of my Tutorial Center or NetTutor experience.	78%	68%
I would definitely use the Tutorial Center or NetTutor again.	87%	65%

## Online Counseling

The LPC Counseling Office has robust counseling services available to DE students, including virtual drop-in and appointments available through Cranium Café, phone appointments, and email. Cranium Café is a real-time, online student contact platform in which all counseling related services are available. Available counseling services include career exploration, the development of Student Education Plans using Degree Works (an online degree audit and planning tool), probation/dismissal counseling, transcript evaluations, degree progress checks, transfer counseling, forms and procedures review, document sharing, and review and access to campus resources. Other areas within Student Services that utilized Cranium Café are Financial Aid, EOPS/CalWORKS, the Disability Resource Center, Transfer Center, UMOJA, Puente, and the Veterans First program.

Virtual counseling contacts are scheduled and tracked through the SARs scheduling system, where the resulting notes are tracked, too. Phone appointments are also scheduled in SARs, and counseling related email exchanges with students are tracked in SARs, with the email content saved in the student's SARs Notes. Counseling related forms may be submitted through the counseling office email account and are forwarded to counselors or the required parties for processing. Many students, even those who participate in on-campus learning, are making use of online counseling, and other online counseling services.

The demand for online counseling persists, even as a high percentage of students return to campus, and in-person services have regained traction. In summer 2022, 732 students used Cranium Café, while in fall 2022, 1,658 students used that service, and in Spring 2023, 1,949 used it.

### **Online Readiness**

The Quest for Online Success course, which helps prepare new and experienced students for online learning, is an optional service offered to all students (some instructors do make it mandatory). In 2022-23, 2,043 students self-enrolled into the course, with 1,119 completing at least one of the course's eight quizzes, and 302 completing all of the quizzes. For the Quest course as a whole, 77% of 203 survey respondents indicated that they felt either mostly prepared or very prepared to successfully complete an online course after finishing Quest.

### **Online Learning Orientations**

At the beginning of each semester, LPC offers two virtual orientations to students who want to learn how to become successful online learners. During the past academic year, a total of 75 students attended. Once completed, students are asked to fill out a short survey that, among other things, measures the following outcome: *After completing an online learning orientation, students will indicate that they are prepared to successfully complete an online course.*

Of the 20 students who completed the survey, 90% indicated that they were either mostly prepared or very prepared to successfully complete an online course.

### **Student Support Hub**

The Student Support Hub within Canvas is intended to give students one-click access to the following services: Technology Help, Tutoring, Library, Admissions & Records, Financial Aid, Counseling, Life Resources, Disability Resources, EOPS/CARE & CalWORKs, Veterans, Career Coach, Academic & Career Pathways, Handshake (a job and internships site), and Health & Wellness. Included within Health and Wellness is the Wellness Central course created by the CVC-OEI. Wellness Central, a free resource for California Community College students, provides guidance to students and connects them to local services.

During the 2022-23 year, the hub had 16,544 page views. On the DE Student Satisfaction survey, 41% of respondents indicated that they had used the Student Support Hub and were either satisfied or very satisfied with it. The majority, 53%, indicated that they were either neutral towards it or had not used it.

## **Online Proctoring**

Instructors who choose to use the online proctoring service Proctorio have many optional features at their disposal to implement during exams, including recording students and the room in which they are located, recording students' web browsing, locking down students' web browsers, and disabling copying, pasting, and printing. On the annual DE Student Satisfaction survey, 31% of 331 students indicated that they were either satisfied or very satisfied with Proctorio. Another 22% indicated that they were either unsatisfied or very unsatisfied with it, 24% were neutral toward the tool, and 23% indicated that it was not applicable, probably because their classes did not use it.

## **Technical Support**

Among the many services offered by the LPC Computer Center are student support for Canvas, Proctorio, Zonemail, and Zoom. Students can receive help from Computer Center staff by dropping in via Zoom, submitting an online support ticket, leaving a voicemail message, or by walking into the Computer Center in room 803 on campus.

On the DE Student Satisfaction survey, 40% of 325 students indicated that they were either satisfied or very satisfied with the support they received from the Computer Center. Twenty six percent were neutral toward the support, and another 26% indicated that it was not applicable, most likely because they did not use it.

Because the Computer Center is closed on weekends and college holidays, students also have access to support directly from Canvas. Canvas offers a "self-service" support page by clicking the Help icon in its global navigation menu. On the page, in addition to 24x7 live chat for students, there is 24x7 email support. The self-service page is powered by LPC's Knowledge Base that provides students with answers to popular college-specific questions. Most of the inquiries that students (and instructors) direct toward Canvas are addressed by Canvas support staff, but when they cannot answer certain questions, they forward them to the LPC instructional technology staff to address. During the academic year, 594 inquiries were made to Canvas, and 102 of them were directed to LPC staff. All were addressed.

On the DE Student Satisfaction survey, 42% of 326 students indicated that they were either satisfied or very satisfied with the support they received from Canvas. Twenty seven percent were neutral toward the support, and another 24% indicated that it was not applicable, most likely because they did not use it.

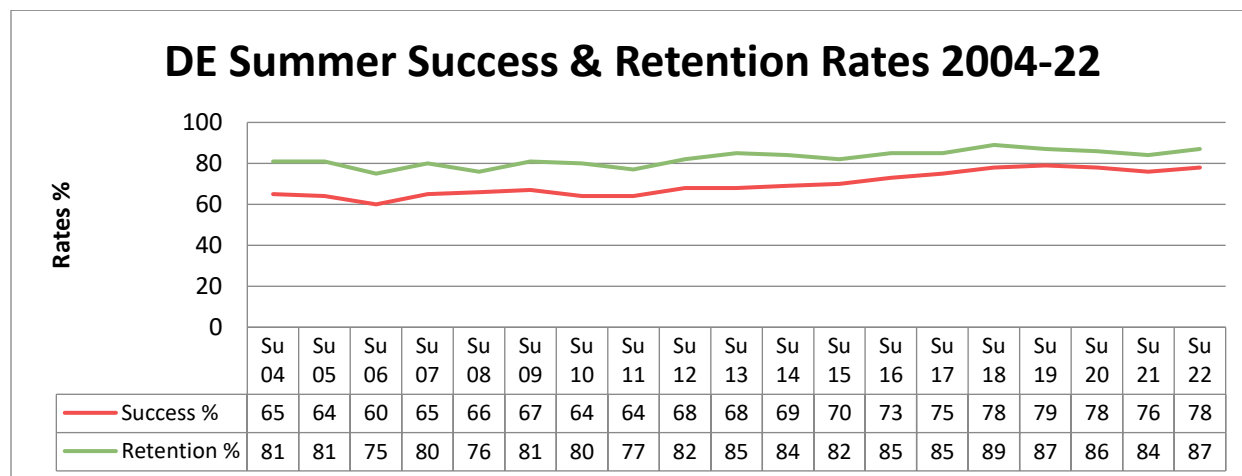
# Success and Retention Rates

## Overall DE Rates

Success and retention rates of DE students were positive when compared against past LPC results. Success rates are defined as the percentage of students receiving a passing grade (A, B, C, CR, or P) relative to all students receiving a grade. Retention rates are the percentage of students receiving any grade other than a W (Withdrawal) relative to all students receiving a grade.

In summer 2022, the success and retention rates equaled the second-highest summer rates ever at LPC, coming in at 78% and 87%, respectively. The highest summer success rate is 79% in summer 2019, and the highest retention rate is 89% in summer 2018. Here are the success rates by modality: asynchronous 77%, synchronous 76%, combination synchronous-asynchronous 81%.

Asynchronous and combination synchronous-asynchronous had the highest retention rates at 88%, followed by synchronous at 80%.

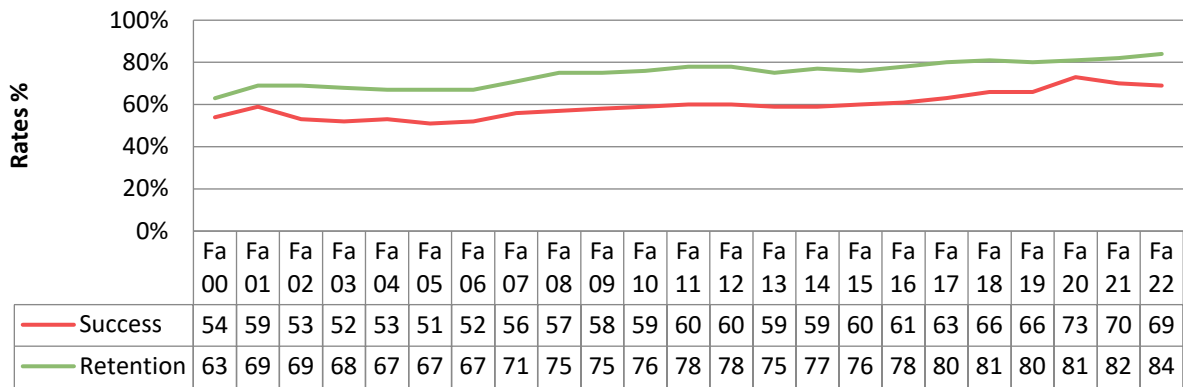


DE rates for fall 2022 were positive as evidenced by the retention rate of 84%, which was the highest ever for a fall semester at LPC. The previous high was 82%, achieved in fall 2021. The success rate of 69% for fall 2022 was the third-highest ever for a fall semester, trailing only the 73% mark set in fall 2020 and 70% in fall 2021.

Breaking fall 2022 DE courses down by modality, hybrid courses had a success rate of 75%, followed by synchronous and asynchronous at 70%, combination synchronous-asynchronous at 64%, and HyFlex at 61%. Hybrid courses also had the highest retention rate at 87%, followed by asynchronous at 84%, synchronous at 83%, combination synchronous-asynchronous at 79%, and HyFlex at 77%.



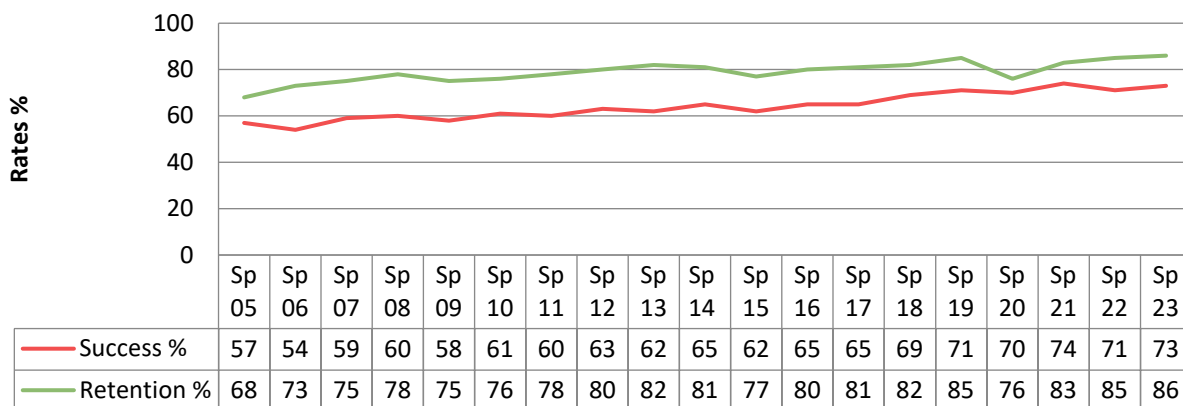
## DE Fall Success & Retention Rates 2000-22



In spring 2023, the success rate of 73%, was two percentage points higher than the previous spring and was also just one percentage point off the all-time high at LPC, set in spring 2021. The retention rate of 86%, however, was the highest ever not only for a spring term, but also for any fall term since the beginning of online learning at the college. The previous high for a spring or fall term was 85%, set in the springs of 2019 and 2022.

Here are the success rates by modality: hybrid 79%, synchronous 83%, asynchronous 74%, HyFlex 66%, combination synchronous-asynchronous 66%. Hybrid courses had the highest retention rate at 90%, followed by synchronous at 89%, asynchronous at 86%, HyFlex at 82%, and combination synchronous-asynchronous at 80%.

## DE Spring Success & Retention Rates 2005-23



The two tables below show the rates for the past two academic years (figures are rounded up). LPC rates were provided by the college's Office of Institutional Research, while the state results come from the California Community Colleges Chancellor's Office Data Mart.

	Summer 2022		Fall 2022		Spring 2023	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	78%	83%	69%	75%	73%	78%
State Success	76%	85%	70%	73%	71%	77%
LPC Retention	87%	93%	84%	87%	86%	89%
State Retention	89%	93%	86%	89%	86%	90%

	Summer 2021		Fall 2021		Spring 2022	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	76%	78%	70%	75%	71%	79%
State Success	76%	87%	69%	76%	71%	76%
LPC Retention	84%	89%	82%	85%	85%	90%
State Retention	89%	95%	86%	90%	86%	88%

Pandemic/post-pandemic notes for LPC:

- 76% of sections were DE during summer 2022.
- 43% of sections were DE during fall 2022.
- 41% of sections were DE during spring 2023.
- 71% of sections were DE during summer 2021.
- 73% of sections were DE during fall 2021.
- 51% of sections were DE during spring 2022.

## Worth Noting

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Other DE achievements during the 2022-23 academic year included:

- On June 13, 2022, 40 programs were approved for Substantive Change by the ACCJC. In March, four new programs were approved.
- On June 21, 2022, Board Policy 4105 Distance and Correspondence Education was approved. Also on that date, Board Policy 3725 Information and Communication Technology Accessibility and Acceptable Use was approved.
- The move from statewide administration of ConferZoom to local CLPCCD administration of the new TechConnect Zoom subaccount began August 4 with the migration of all district users to TechConnect Zoom. It was followed the next day by integration of TechConnect Zoom and Student Connect, its one-on-one appointment scheduling system, into Canvas.

- Later in August, Biology instructor Barbara Zingg was unanimously selected as faculty co-chair of the DE Committee.
- On April 28, the DE Committee said goodbye to longtime member, and adjunct CIS instructor, Vicky Austin, who retired at the end of the year. Vicky's contribution to DE at the college and district level cannot be overstated as she performed the following roles over the past 20 years: teaching, planning, advising, negotiating, and writing contract language. Vicky, who began working at LPC in 2000, taught her first online course in 2003 and joined the DE Committee in January 2006 for its first official meeting as a standalone committee. She joined the FA as an adjunct faculty rep in 2013, where she was responsible for writing language governing DE in the faculty contract. Vicky was also a member of the task force that chose Canvas, was the college's Second OEI Consortium Lead, the Peer Online Course Review (POCR) Lead, and led several Flex Day workshops on DE. She won a Chancellor's Award for 2018-19, won an Academic Senate Distinguished Teaching Award in 2020, and was named Faculty Association of the California Community Colleges Faculty of the Year in 2021.
- The DE Committee also lost Frances Denisco to retirement. Frances, who worked at the Residency Desk in Admissions and Records, along with running Community Ed for years, served the committee for the past four years. She fulfilled the critical task of ensuring that DE processes worked with A&R processes, particularly during the pandemic.
- Livermore resident Juliana Santiago was selected the 2023 Online Student of the Year scholarship winner. Juliana, who earned her Communications Studies AAT degree, completed 12 online classes, one hybrid, and one HyFlex class over the past academic year. She carried a 4.0 GPA while working as a Department Assistant for Livermore's City Manager's Office and as a tutor in LPC's Tutorial Center. She also participates in extracurricular activities, and takes care of family responsibilities. In her scholarship application, Juliana noted the importance of kindness while taking online classes. She said, "It is essential to be compassionate and understanding in discussion. I make sure to inspire confidence and embrace my classmates' work in hopes of putting a smile on their faces."

## Conclusion

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The next academic year, 2023-24, figures to be another eventful one as distance education classes remain popular with students despite the migration of many other classes back to on-campus delivery. Students continue to express their satisfaction and gratitude for courses being offered online, particularly because of the flexibility that DE offers. If the CLPCCD joins the CVC Course Exchange as a Teaching College in the upcoming year, that flexibility will only expand. Regardless, the college will continue to work to meet the needs of its DE students and support its DE instructors.

And finally, since delivering distance education to thousands of students—particularly during and right after a pandemic—is a collective effort, special thanks go to each of the LPC faculty members, classified professionals, administrators, and District ITS workers who make it happen every year.

Thank you for your time.

A handwritten signature in black ink, appearing to read "Scott Vigallon". The signature is fluid and cursive, with a prominent loop at the end.

Scott Vigallon  
Instructional Technology Coordinator  
Las Positas College